



**HILBRE HIGH SCHOOL
HUMANITIES COLLEGE**

**CONTROLLED ASSESSMENT
POLICY**

Purpose of the policy

This purpose of this policy is to:

- *identify staff responsibilities in planning and managing GCSE controlled assessments;*
[Taken from JCQ [GCSE controlled assessments - Outlining staff responsibilities \(editable template\)](#)]
- *examine potential risks and issues relating to the implementation of controlled assessment for GCSE qualifications and how these might be managed and mitigated through forward planning and remedial actions.*
[Taken from JCQ [GCSE controlled assessments - Risk management process \(editable template\)](#)]

This policy complies with JCQ's 2016/17 [General Regulations](#) 5.8 in that the centre is required to "have in place, and be available for inspection purposes, a **written** policy with regard to the management of GCSE controlled assessments".

This policy does not cover specific [instructions for conducting controlled assessments](#) which are provided by JCQ and awarding bodies.

Staff responsibilities in planning and managing GCSE controlled assessment (legacy GCSE qualifications)

Senior Leadership Team, Progress Leaders and Teaching Staff

ADA	Andrew Dawson	History
AEL	Anne Ellwand	GCSE English Re-sit Co-ordinator & Y7 PP Champion
AEV	Andy Evans	Assistant Headteacher: Director of Inclusion & SENCO
AJA	Alison Jardine	Deputy Head of Royden House, Pursuit Leader- Challenge & RE
AJO	Adele Jones	Science
AMA	Anna Mackie	Physical Education
AWA	Alan Wallis	Director of Academic Challenge & Progress Leader: History
BMA	Bianca Marshall	Mathematics
BPR	Bob Pritchard	Science
CAS	Claire Asson	Director of Student Rewards, Head of Hoyle House & Geography
CBO	Clair Boyle	Religious Education
CLL	Claire Lloyd-Jones	Food/Health & Social Care & Y11 PP Champion
CLO	Carolyn Long	Progress Leader: Food/Textiles
CRH	Carol Rhodes	Progress Leader: Modern Foreign Languages
CSI	Carrie Sindall	Science & Med/Phys Student Co-ordinator
CWH	Clare Whiteley	Director of Whole School Literacy & Progress Leader: English
DCR	David Critchley	Technology
DHU	Daniel Hughes	Mathematics
DIN	Dawn Ingram	Psychology
DTH	Daniel Thomas	Business Studies (Mat cover)
DWH	Dave White	Assistant Headteacher: Director of Safeguarding & Intervention
EGU	Emma Gunatilleke	Music
EHA	Emma Harrison	Assistant Headteacher: Director of Teaching, Learning & CPD
EST	Elizabeth Stroud	Science
FLE	Fiona Ledson	Progress Co-Lead: Physical Education
FTE	Fiona Tesseyman	History (Mat leave)
GLE	Gemma Lewis	Progress Leader: Business Studies
GWA	Gemma Walker	Deputy SENCO & Dance
HBR	Heather Brindle	Resourced Provision Manager
HRO	Heather Rooney	Mathematics
HTU	Helen Tutill	Progress Co-ordinator: Year 12 & English
JCH	Jon Christie	Progress Co-ordinator: KS5 Science & Year 13
JCL	John Clegg	Progress Co-ordinator: KS4 Mathematics
JGA	Jessica Garrett	Teaching & Learning Co-ordinator & Pursuit Leader- Achieve
JGR	John Gregg	Director of BTEC QA & Progress Leader: RMT/Engineering
JKN	John Knowles	Progress Leader: IT & Computing (Mat cover)
JMA	Jo Madden	Progress Leader: Drama & Dance
JWH	Jane Whisker	Deputy Headteacher & Director of Curriculum & Outcomes KS5
KAR	Kate Armitage	Progress Co-ordinator: KS3 English
KHE	Kal Herbert	Physical Education

KHO	Kathryn Holmberg	Geography
KMA	Kate Martin	Peer Mentor Co-ordinator & English
KMC	Karen McCreesh	Progress Co-ordinator: Physical Education
KMI	Kate Miller	English & Y9 PP Champion
KPE	Katie Pearce	Progress Leader: Drama & Teacher Coach
KTE	Kevin Teasdale	Physical Education
LHA	Laura Hannett	English & Teaching & Learning Behaviour Coach
LHP	Lauren Howell-Pratt	Englis
LMC	Lucy McKean	Modern Foreign Languages
LRO	Lia Rollings	ICT
MBE	Mark Bellamy	Headteacher & Director of School Improvement & Outcomes KS4
MGA	Matt Garrett	Resourced Provision & Cover Teacher
MHE	Michelle Hennessy	Deputy Head of Dee House & English
MSM	Mike Smith	Progress Co-ordinator: KS3 Science
NAR	Neil Armstrong	Science
NKN	Nancy Knoop	English (Mat cover)
NMA	Natalie Matthews	Progress Leader: IT & Computing (Mat leave)
NMO	Natalie Morrell	Modern Foreign Languages
NPR	Nicola Prescott	Textiles
NST	Nick Stewart	Technology
OKO	Ourania Koufochristou	Maths
PHE	Paul Hellier	Director of Student Attendance, Head of Royden House & History
PLE	Paul Lewis	Director of Middle Leadership Standards & Progress Leader: Science
PLL	Paul Lloyd	Deputy Headteacher & Director of Assessment & Outcomes KS3
PMO	Phil Morris	Director of Student Transfers, Head of Dee House & Geography
RST	Rachel Stedman	Science
SBU	Sandra Bullingham	ICT
SFL	Sarah Fleming	Progress Leader: RE & Citizenship
SHO	Sian Hodson-Evans	Progress Co-ordinator: KS4 English
SHU	Sarah Humphreys	Deputy Head of Hoyle House & Art/Textiles
SMK	Sharlene McKeon	Drama
SRO	Steve Rooney	Progress Leader: Music & Pursuit Leader-Inspire
TBA	Tony Bassett	Director S.T.E.M. Developments & Progress Leader: Mathematics
TBL	Tom Blackstock	Progress Co-Lead: Physical Education
TMA	Tim Maycox	Progress Leader: Art
TSM	Tamar Smith	Progress Leader: Geography
VDE	Vinny Devonport	Assistant Headteacher: Director of Pastoral Care & Wellbeing
VEV	Vicki Evans	Food/Textiles
VVE	Victoria Webster	Progress Co-ordinator: KS3 Maths
CAR	Claire Arkwright	Examinations Officer
JMO	Julie Morrison	KS5 Data Manager & Cover Manager

AQA

CCEA

Edexcel

OCR

WJEC

For use by exams office staff

GCSE controlled assessments

Outlining staff responsibilities (editable example document)

The purpose of the editable example document that follows (see pages 2 and 3) is to help exams office staff identify their responsibilities in planning and managing GCSE controlled assessments alongside other colleagues.

It shows how responsibilities might be allocated to colleagues such as teachers and the senior leadership team.

Using the example document

Centres may choose to divide responsibilities in the ways suggested. Equally, they may find an entirely different way of working that is more appropriate for their needs. What is important is that there is a timely allocation of responsibilities.

Centres adapting this example document for their own requirements **must** ensure that:

- new versions are reviewed and approved by appropriate members of the senior leadership team; **and**
- they are fit for purpose **and** compatible with the existing policies and procedures of the centre.

Please note that this guidance is not part of the example document and must not be altered.

Outlining staff responsibilities - GCSE controlled assessments

Senior leadership team

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.)
- Map overall resource management requirements for the academic year. As part of this resolve:
 - clashes/problems over the timing or operation of controlled assessments;
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc);
- Ensure that all staff involved have a calendar of events.
- Create, publish and update an internal appeals policy for controlled assessments.

Heads of department/faculty

- Decide on the awarding body and specification for a particular GCSE.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes **and** any other subject specific instructions.
- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.

Please note: this document is illustrative only

Teaching staff

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body's specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows.
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCo) for any assistance required for the administration and management of access arrangements.

Exams office staff

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use.
- **In exceptional circumstances** where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the senior leadership team.

Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

Please note: this document is illustrative only

Risk management process

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar - negotiate with other parties	Subject teachers (ST), Progress Leaders (PLs), Examinations Officer (EO)
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them	ST, PLs, EO
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	ST, PLs, EO, Cover Manager (CM)
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Senior Leadership Team (SLT), PLs, ST, EO, CM

Please note: The risks and issues included in this template are illustrative only

Example risks and issues	Possible remedial action		Staff
	Forward planning	<i>Action</i>	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	IT Techs (IT), ST, EO
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	EO
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	EO
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		ST

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	ST, PLs, EO
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	ST, PLs
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		PLs, EO
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		EO

Please note: The risks and issues included in this template are illustrative only

* Not all GCSE controlled assessments will require the completion of a study diary or study plans

Please note: The risks and issues included in this template are illustrative only

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	PLs, EO
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	PLs, EO
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	EO
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	EO
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	PLs, EO

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** All tasks whether set by the awarding body or the centre **must** be developed in line with the requirements of the specification.

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	ST, PLs, EO
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	EO
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	ST, PLs
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	EO

Please note: The risks and issues included in this template are illustrative only

Example risks and issues	Possible remedial action		Staff
	Forward planning	<i>Action</i>	
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	EO
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	EO

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